In Service Training problems at Sudanese Basic Level Schools
A Case Study of EFL Teachers in EL - Hasahiesa Locality
Gezira State, Sudan

By
Nazar Mubarak Mohammed Ibrahim

August 2012
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Gezira State, Sudan

By

Nazar Mubarak Mohammed Ibrahim

B.Sc in ARTS
Wad Medani Ahlia (2004)

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English Language Teaching (ELT)
Department of Foreign Languages
Faculty of Education – Hasahisa
University of Gezira

Main Supervisor
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Dr. Yousif Abdul Galil Nugud

August 2012
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Date of Examination: 16/08/2012
DEDICATION

To my mother …

my family …

my teachers …

and to my colleagues …
ACKNOWLEDGEMENTS

I would like to thank those who made it possible for me to carry out this study particularly Dr. Al Haj Adam Ali and Dr. Yousif Abdul Galil Nugud for their supervision and guidance. Special thanks are due to my colleagues. I am extremely grateful to the staff members the department of English at the Faculty of Education (Hassahisa) for their considerable assistance and support. Lastly, my thanks go to my family for their invaluable assistance and encouragement.
Problems Encountered by in Service Training Teachers of English language
A Case Study of AL - Hassahisa Basic Level Schools, Gezira State, Sudan
Nazar Mubarak Mohammed Ibrahim
Master of Arts (English Language Teaching-ELT) August, 2012
Department of Foreign Languages
Faculty of Education- Hasahisa
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ABSTRACT

In service teachers' training is a way for preparing teachers to teach English language in a good way and helps them to solve the problems of learning among their pupils. The study discusses the importance of in service training for teachers at basic level. This study intended to discuss problems that teachers encounter in having in service training, and explain the effects of missing this type of training on teachers' tasks in teaching English language at basic level. The study hypothesizes that most teachers at basic level are not well trained in teaching English, in service training costs much so it is avoided by the ministry of education and most teachers might be able to develop the teaching strategies because of the lack of training. The study followed the descriptive and analytical approaches and uses a questionnaire as a tool for teachers at basic schools. From the analysis of data the study, it is found that there is a lack of teachers’ training at basic level, Most of teachers at basic level need to be trained in teaching English according to the lack of training, and teachers' training enables them to train the pupils in using the language easily. In the light of the findings, the study recommends that, the training boards in ministry of education should make more efforts to provide in service training for teachers at basic level, there should be intensive courses for training teachers in term of in service training, and teachers should get benefits from each others by exchanging their experiences.
المشاكل التي تواجه تدريب معلمي اللغة الإنجليزية أثناء الخدمة
دراسة حالة مدارس الحصائصا بمرحلة الأساس، ولاية الجزيرة، السودان.
نزار مبارك محمد إبراهيم
ماجستير الآداب (تدريس اللغة الإنجليزية). أغسطس، 2012
قسم اللغات الأجنبية
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ملخص البحث

التدريب أثناء الخدمة يعني إعداد المعلمين لتدريس اللغة الإنجليزية بطريقة جيدة، ويساعد المعلمين على حل صعوبات التعلم لدي تلاميذهم. الدراسة تناقش أهمية التدريب أثناء الخدمة للمعلمين بمرحلة الأساس. تهدف إلى مناقشة المشكلات التي تواجه المعلمين في الحصول على التدريب أثناء الخدمة، وتوضح آثار عدم التدريب على عمل المعلمين في تدريس اللغة الإنجليزية بمرحلة الأساس. تفترض الدراسة أن معظم المعلمين بمرحلة الأساس قد لا يكونون مدربين بصورة جيدة، و أن التدريب أثناء الخدمة يكلف كثيراً لذلك يتم تفاديه من ناحية وزارة التربية. و أن معظم المعلمين غير قادرين على تطوير استراتيجيات التدريس لديهم بسبب فقد التدريب، إذ كانت الدراسة المنهج الوصفي و المنهج التحليلي واستخدمت الدراسة الاستنباطية كأداة للمعلم بمرحلة الأساس. من التحليل أظهرت الدراسة أن هناك نقصاً في تدريب المعلمين بمرحلة الأساس. وأن معظم المعلمين بمرحلة الأساس يحتاجون إلى التدريب على تدريس اللغة الإنجليزية. كما أن تدريب المعلمين يؤثرهم إلى تدريب تلاميذهم في استخدام اللغة بسهولة. على ضوء النتائج، توصي الدراسة بأن يكون هناك دورات مكثفة لتدريب المعلمين أثناء الخدمة و أن يتحصل المعلمون على فوائد من بعضهم البعض عن طريق تبادل الخبرات.
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Chapter One

Introduction

1.0. Background

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It provides the backbone of content at institutes of technology.

In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development. Some commentators use a similar term for workplace learning to improve performance: "training and development". One can generally categorize such training as on-the-job or off-the-job:

Teaching English to young learners requires intensive training besides qualifications in order to enable them to develop their abilities to teach the language.

Teaching English at basic schools requires some requirements to be found in the environment of the schools such as the teachers' training. This has its role in developing the teacher's materials, develops the use of the teaching aids, enables the teacher to solve the inabilities of learning among his students in addition, it has a considerable role in facilitating the process of illustrating the subject for the students.
1.1. Statement of the problem

The researcher has observed that most teachers are not well trained in teaching English, so this study is intended to draw attention to the importance of teachers' training.

1.2. Objectives of the study

1- To find out whether the lack of trained teachers affects teaching and learning processes.
2- To identify the extent to which ELL processes is successful
3- To find out the problems that confront the training of teachers.
4- To suggest some solutions for these problems.

1.3. Significance of the study

Teachers' training is a very important process for both the teacher and the students because of the benefits of this process in facilitating both of teaching and learning.

The following study defines the term training, and explains the kinds of training, the study discusses the importance of the during service training, discusses the problems of missing this type of training and suggests some solutions for these problems, so the findings of the study are expected to be benefit to teachers, students and administrators.

1.3. The questions of the study

1- What are the problems of during service training for teachers at basic level?
2- What are the causes of these problems?
3- What are the effects of missing during service training on the teachers' tasks?
4- How can these problems be solved?

1. **4. The hypotheses of the study:**

The researcher assumes that:

1. Most teachers at basic level are not trained in teaching English.
2. During service training costs much so it is avoided by the ministry of education.
3. Most teachers are not able to develop the teaching strategies because of the lack of training.
4. Teachers should be trained in teaching the language during service.

1.5. **Significance of the study**

The study will concern teachers who teach English language at basic school and the training affairs.

1.5. **Methodology of the study:**

The researcher will follow the descriptive and the analytical method.

Data will be collected using a questionnaire. It will be distributed to some teachers at basic level

1.6. **Limits of the study**

The study will be applied on the basic schools in Hassahisa town-in 2011
Chapter two

Literature review

2.0. Introduction

In this chapter the researcher will define the concept of training and its kinds from the references and the sources.

2.1. Learning and Teaching

What is learning and what is teaching and how do they interact?

Allen, (1998, 101) defines learning as

"Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction" a more specialized definition might read as follows:

Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice"

Teaching may be defined as "Showing or helping some one to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand"

Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry:

1- Learning is acquiring or "getting".
2- Learning is retention of information or skill.
3- Learning is retention implies storage systems, memory, and cognitive organization.
4. Learning involves some active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent of subject to forgetting.
7. Learning is a change in behaviour.

Teaching can not be defined apart from learning.
Allen, (1998, 101) noted that

"to satisfy the practical demands of education, theories of learning must be stood on their head, so as to yield theories of teaching". Teaching is guiding and facilitating learning, enable the learner to learn, setting the conditions for learning.

If you view second language learning basically as a deductive rather than an inductive process, you will probably to present copious rules and paradigms to your students rather than let them "discover" those rules inductively.

Allen, (1998, 118) noted that

A theory of instruction should specify the following features:

1- The experiences which most effectively implant in the individual a predisposition toward learning.
2- The ways in which a body of knowledge should be structured so that it can be most readily grasped by learner.
3- The most effectively sequences in which present the materials to be learned.
4- The nature and pacing rewards and punishments in the process of learning and teaching.

2.2. What is a language?

To get enough and acceptable definition for the question above, we can say a definition is really condensed version of theory, and a theory is simply – or not so simply – an extended definition. Consider the following:

Allen, (1998, 120) mentions the following definitions

language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that organs of speech and learning among members of a given community, and using vocal symbols possessing arbitrary conversational meaning

- language is any set symbols of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enable to communicate intelligibly with one another (Random House Dictionary of the English language 1966:806)
- Language is a system of arbitrary vocal symbols used for human communication
Webster (1990, 190) defines that

*Language is any means, vocal or other of expressions or communicating feeling or thought... a system of conventionalized signs, especially words or gestures having fixed meanings.*

Still other common definitions found in introductory text books on linguistics include the concepts of:

1. The generative or creativity process of language.
2. The presumed primacy of speech over writing.
3. The universality of language among human beings.

**2.3. Language and Communication**

**2.3.1. Kinds of communication**

Chomsky (1986, 212) mentions that

*All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movement or facial expression. Many employ a variety of methods. Birds use predominantly vocal noises as well as facial expression like the baring of teeth; insects use body movements, the most famous of which are the various "dances" of the bees. But man and human being has another best way of communication rather than whole animals.*

To get enough illustration and more examples about this field, we have here; Christopher Brumfit, Geoffrey Broughton, Roger Flavell, whom this view was taken from them in their book "Teaching English as a Foreign Language“ talked about this vision and said " Man is able to exploit a range of techniques of communication. Many are in essence the same as those used by other creatures. Man is vocal, he uses his body for gesture of many kinds, he conveys information by facial expression, but he has extended these three basic techniques by adding the dimension of representation"
2.3.2. Some aspects of learning foreign language

Wong (2004 – 128) says that

There are some problems generally encounters the student during his study a foreign and his study a curriculum in a traditional way. To get a suitable way and some facilitates for learning a foreign language, we should understand that language is an acquiring knowledge and using language skills through speech not to gather more information and vocabulary without using it.

The gradual development of ability in a language could be done by using it naturally in communicative situation.

While the term "learning" however, applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language (mathematics, for example is learned not Acquired).

Wong (2004 – 134) says that

It can be assumed that the tasks and aims of foreign language teaching include the imparting to student of some or all the basic language skills – understanding speech, speaking, reading and writing, which he did not previously possess or which were present only in a limited form. One way of acquiring these skills is by experiencing them, by encountering them in use in real situation and coming to associate certain activities, persons or topic with the foreign language. This is what happens when the foreign is also the medium of instruction as English in Nigeria and other countries.

In fact language is taught and learnt by different ways of devices, from this field, Peter Strevense (professor of applied linguistics) MAK Halliday (professor of General linguistic) and Angus McIntosh language is taught and said

"the language is taught, at least in part by the device of teaching in the language, by lessons in geography perhaps, or history or arithmetics. There is of course a danger here, the undoubted effectiveness of teaching in a foreign language as a means of teaching the language, does not mean that the language teacher supersedes the teacher of geography or history or mathematics"
The implementations of teaching can be clearly seen from the situation in countries such as Nigeria where we would see that English is the medium of instruction for almost all the teaching in secondary levels. These views have two significant consequences or results. In the first place, the sheer quantity of classroom experience of English that pupil receives is much greater outside the English lesson than within it. But in the second place, the children are influenced by class teachers than those who specialized in English, so that the ultimate performance of teaching staff as whole rather than simply to the standard of specialized teacher of English. Wong (2004 – 130) says that

To shadow more light on how a second language (L2) or native language (L1) is taught widely through the speech, we have several theories:

1. Every normal child acquires the first language (native language) during the first year of his age, but there are exceptions, on either physical (e.g. deafness) or social ground (e.g. Wolf children).

2. Many young children whose parents speak different languages acquire a second language in circumstances similar to those of first language acquisition.

3. To let the child supply the language activity without to impose on him grammatical rules but we should encourage him how to speak only and how to imitate his mother or father by speaking the language.

The errors which often encounter the child in his study of the elementary school will be eliminated by the time, because such errors are self correcting. The child does not need to be taught that, for example the past of "catch" and also does not need to be taught the phonetic distinction between alveolar and velar plosives, children often mix these things together in the early stage of their ages, saying for example "tat" for "cat" but gradually the child gets the correct way about how to use language and how to avoid the mistakes. For example you can see the child saying "between you and me" not "between you and I" or vice versa.
2.3.3. How is learning a second language different from learning your mother tongue?

The differences are due to three main factors: the age at which you learn, who teaches and how long you have to learn.

Wong (2004:136) says that

> Generally, you learn a second language a lot later than you learn the first and this can give you certain advantages. Firstly, it means that you already have experience as a language learner and you are cognitively more mature. You also have a met linguistic knowledge; this means for example that you know what a word is and what it means to make a noun plural. Finally, you have a greater knowledge of people and the world.

This helps you to make good guesses at the meaning of unfamiliar language you encounter. On the other hand, the fact that you are older may mean that for fear of making mistakes or appearing silly.

The important teachers of your first language are of course your parents and immediate family, they generally have boundless patience and enthusiasm with your efforts to learn the language, and by intuition offer just the right kind of input is called to promote optimal language learning.

This modulated language input is called mothers, a feature of which is the fact that mistakes of fact are corrected where as mistakes of grammar generally are not. This all contrasts strongly with the teaching that many learners of a second language receive in the language classroom!

As far as available time is concerned, you are learning your mother tongue from the moment you were born (some say you start even before you born). You are then exposed to language every waking second of your day until the age of six or seven you have mastered its essentials.

That is an awful lot of time on task, and compares it with 3 or 4 hours a week in the typical foreign language classroom.
Austin (1988, 87) says that

*Every one learns their first language because they have the best teachers and the best circumstances, the most time and the least pressure and the greatest motivation. Learners of a second language have certain cognition advantages but none of the others, so it is not surprising how few go on to be as proficient in their second language as in their first.*

2.3.3. The Classic Method

In the western world back in the 17\textsuperscript{th}, 18\textsuperscript{th} and 19\textsuperscript{th} centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary text, therefore was no provision for oral use the language under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers becoming "scholarly" or creating an illusion of "erudition". Late in the nineteenth century, the classical method came to be known as the grammar translation method, which offered very little beyond an insight in to the grammatical rules attending the process of translating from the second to the native language. It is widely recognized that the grammar translation method is still one of the most popular and favorite models language teaching which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentable limited since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives and preposition, doing nothing to enhance a student's communicative ability in the foreign language.

Austin (1988: 93) says that

*The last decades of the nineteenth century ushered a new age. The art of learning and studying foreign languages (1880) Francois Gouin.*
Described his "harrowing" experiences of learning German, which helped him gain insight into the intricacies of language teaching and learning.

Living in Homburg for one year, he attempted to master the German language by dint of memorizing a German grammar book and a list of the 24 irregular German verbs, instead of conversing with the native. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the university to test his knowledge to no avail. He could not understand a word! After his failure, he decided to memorize the German rotes, but with no success. He went so far as to memorize books, translate Goethe and Schiller, and learnt by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three – year – old nephew had managed to become a chatter box of French – a fact made him think that the child held the secret to learning a language. Thus, he began observing his century before him, that language learning is a matter of transforming perceptions into conceptions and then using language to represent these premised upon these insights.

Renner (2005: 35) declares that

\[ It \text{ was against this back ground that "series" I stretch out my arm. I take hold of the handle. I turn the handle. I open the door. I pull the door. Nevertheless, this approach to language learning was short – lived and, only a generation later, gave place to direct method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this sight, there should be lost of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. } \]

In short, the principle of the direct method there were as follows:
- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar.
- Only everyday vocabulary was taught.
Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.

The direct method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth, but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet after a period of declining, this method has been revived, learning to emerge of the Audio-lingual method.

### 2.3.4. Descriptive method in learning & teaching English language

Renner (2005, 37) declares that

> To satisfy learner's desire to learning language, as well as an easy way, (descriptive method) is the best way for both learning and teaching language, as it is the demonstration of how language works through talking skills which already acquired without restrictions of the traditional grammar, not to leaf and alter them but showing how they are used through the speed.

The main distinguishing in which we refer descriptive to another methods or approaches is that, descriptive method is the modern English and concentrates on how language is used through speaking without to occupy the grammatical restrictions.

While the other methods for example prescriptive method puts or imposes on the learner of the study of grammatical rules before usage of a language.

Renner (2005, 40) claims that

> What we mean by descriptive, is showing the child how language works by displaying ordering and adding to his use to his native language, and by objective in study, is to encourage descriptive method as a device & an implement for the language study we are not trying to tell the teacher how to teach and what he follows is merely a hint of how it seems to us. As well as the students can acquire the first language (native language) & (L2) the second language.

When we talk about the quality of the teacher in teaching we can see many teachers in many parts of the world still cling to old fashioned methods and to
some extend perpetuate the systems by which they themselves learnt a foreign language. It may, therefore, not be out of place to restate some basic principles and to discuss briefly how they can best be put into effect in the classroom. From this point L. G. ALEXANDER. Gives us some vital examples about this field, and said

"Learning a language is not a matter of acquiring a set of rules and directed up a large vocabulary. The teacher's efforts should not be directed at information his students about a language is ultimately measured by how well he can use it, not by how much he knows about it".

In this respect, learning a language has much in common with learning a musical instrument. The drills and exercises for training the student. Does have one insight to enable him to become a skilled performer. A student who has learnt a lot of grammar but can not use a language is in position of a pianist who has learnt a lot about harmony but can not play the piano. The student's command of a language will therefore, be judged not how much be known. But how well he can perform in public.

Renner (2005, 41) claims that

In order to become a skilled performed, the student must become proficient at using the units of a language is not, as was once commonly supposed, the word but the sentence. Learning words irrespective of their function can be a waste of time for not all words are equal.

2.4. Communicative Approach to Language Teaching

Before we go in to the essence of the title we ask ourselves the following question which may be the key to this chapter to be understood.

2.4.1. Definition of the communicative Approach to Language Teaching

Renner (2005, 50) claims that

Communicative approach (grew out of the work of anthropological linguists e.g. Hymes. 1972) and Firthian linguists (e.g. Halliday, 1973), who view language first and foremost as a system for communication)
- It is assumed that goal of language teaching is learner ability to communicate in the target language.

- It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.

- Students regularly work in groups in pairs to transfer (and, if necessary, negotiate) meaning in situations where one person where has information that the other(s) lack.

- Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.

- Classroom materials and activities are often authentic reflect real life situations and demands.

- Skills are integrated from the beginning; a given activity might involve reading, speaking, listening and perhaps also writing.

  *The teacher's role is primarily to facilitate communication and only secondarily to correct errors.*

- The teachers should be able to use the target language fluently and appropriately.

Teachers in communicative classroom will find themselves talking less and listening more, becoming active facilitators of their students' learning. The teacher sets up the exercises, but because the students' performance is the goal, the teacher must step back and observe, sometimes referee or monitor. A classroom during a communicative activity is far from quite, however, the students do most of the speaking and frequently the scene of a classroom during a complete task. Because of the increased responsibility to participate, students may find their gain confidence in the target language in general. Students are more responsible managers of their own learning.

The focus in this approach is on speaking, rather than on accuracy in grammar – so a lot of time in classroom is dedicated to speaking about daily topics even in the beginning when the students' vocabulary is limited. As we see that, the need for communication has been relentless, leading to the emergence of the
communicative language teaching having definite and redefined the construct of communicative competence; having explored the vast array of function of language that learners are suppose to be able accomplish, and having probed the nature of styles and nonverbal communication, teachers and researchers are now better equipped to teach about communication through actual communication, not merely theorizing about it.

At this juncture, we should say that communicative language teaching is not a method; it is an approach, which transcends the boundaries of concrete methods and concomitantly, techniques. It is a theoretical position about the nature of language and language learning and teaching.

Let us see the basic premises of this approach:

1. Focus on all of the components of communicative competence, not only grammatical or linguistic competence? Engaging learners in the pragmatic, functional use of language for meaningful purposes.

2. Viewing fluency and accuracy as complementary principles underpinning communicative techniques.

3. Using the language in unrehearsed context.

2.4.2. In the classroom: The Grammar Translation Method

Garet (2001, 175) claims that

The best way which the learner enable to study and acquire the language through talking, for example provided the reader with some recommendations and thought about how to follow the descriptive method as a curriculum in learning and teaching English language, when it is considered the modern English and it concentrates on how to use language through the speech without to occupy grammatical rules before using the language, it is important to focus on how communicative approach is favored for children in the classroom, but here as the little shows there is another type of method in the classroom.
2.5. Training

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics)

Renner (2005, 63) claims that

In addition to the basic training required for a trade, occupation or profession, observers of the labor-market [who?] recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

Some commentators [which?] use a similar term for workplace learning to improve performance: "training and development". One can generally categorize such training as on-the-job or off-the-job:

Renner (2005, 65) claims that

On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work.

Off-the-job training takes place away from normal work situations — implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas.

Training differs from exercise in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's capability, capacity, and performance.
2.5.1. Types of training

2.5.1.1. Physical training

Allen (1998, 238) mentions that

*Physical training concentrates on mechanistic goals: training-programs in this area develop specific skills or muscles, often with a view to peaking at a particular time. Some physical training programs focus on raising overall physical fitness.*

In military use, training means gaining the physical ability to perform and survive in combat, and learning the many skills needed in a time of war. These include how to use a variety of weapons, outdoor survival skills, and how to survive capture by the enemy, among others. See military education and training.

For psychological or physiological reasons, people who believe it may be beneficial to them can choose to practice relaxation training, or autogenic training, in an attempt to increase their ability to relax or deal with stress. While some studies have indicated relaxation training is useful for some medical conditions, autogenic training has limited results or has been the result of few studies.

2.5.1.2. Religion and spirituality

Allen (1998, 243) mentions that:

*In religious and spiritual use, training may refer to the purification of the mind, heart, understanding and actions to obtain a variety of spiritual goals such as (for example) closeness to God or freedom from suffering.*

Note for example the institutionalized spiritual training of Threefold Training in Buddhism, Yoga in Hinduism or discipleship in Christianity.
2.5.1.3. Compare religious ritual.

2.5.1.4. Artificial-intelligence feedback

Researchers have developed training-methods for artificial-intelligence devices as well. Evolutionary algorithms, including genetic programming and other methods of machine learning, use a system of feedback based on "fitness functions" to allow computer programs to determine how well an entity performs a task.

Renner (2005, 72) claims that

The methods construct a series of programs, known as a “population” of programs, and then automatically test them for "fitness", observing how well they perform the intended task. The system automatically generates new programs based on members of the population that perform the best. These new members replace programs that perform the worst. The procedure repeats until the achievement of optimum performance. In robotics, such a system can continue to run in real-time after initial training, allowing robots to adapt to new situations and to changes in themselves, for example, due to wear or damage. Researchers have also developed robots that can appear to mimic simple human behavior as a starting point for training

2.5.2. Teacher's training

Ingersoll (2004, 208) says that:

Education and training refer to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages:

1- Initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher);

2- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
3- Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground to 'teacher education' (with its connotation of preparing staff for a professional role as a reflective practitioner)

2.5.3. Initial teacher education

2.5.3.1. Organization

Ingersoll (2004, 215) mentions that:

*Initial Teacher Education in many countries takes place largely or exclusively in institutions of Higher Education. It may be organized according to two basic models.*

In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects (often a first university degree), and then studies for a further period to gain an additional qualification in teaching; (in some systems this takes the form of a post-graduate degree, increasingly, this is a Masters).

Ingersoll (2004, 215) mentions that

*In the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a qualification as a teacher of that subject. Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner.*

In the United States, approximately one-third of new teachers come through alternative routes to teacher certification, according to testimony given by Emily Feistritzer, the President of National Center for Alternative Certification and the National Center for Education Information, to a congressional subcommittee on May 17, 2007. However, many alternative pathways are
affiliated with schools of education, where candidates still enroll in university-based coursework. A supplemental component of university-based coursework is community-based teacher education, where teacher candidates immerse themselves in communities that will allow them to apply teaching theory to practice. Community-based teacher education also challenges teacher candidates' assumptions about the issues of gender, race, and multicultural diversity.

2.5.3.2. Curriculum

Lauer (2005, 238) declare that:

The question of what knowledge, attitudes, behaviours and skills teachers should possess is the subject of much debate in many cultures. This is understandable, as teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology, as well as of information, advice and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy.

Generally, Teacher Education curricula can be broken down into these blocks: Foundational knowledge and skills--usually this area is about education-related aspects of philosophy of education, history of education, educational psychology, and sociology of education

Content-area and methods knowledge--often also is including ways of teaching and assessing a specific subject, in which case this area may overlap with the first ("foundational") area. There is increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill teachers should have. Increasingly, emphasis is placed upon 'transversal' or 'horizontal' skills (such as 'learning to learn' or 'social competences', which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the Teacher Education
curriculum (and traditional school curricula and ways of working in the classroom).

Lauer (2005, 238) says that

*Practice at classroom teaching or at some other form of educational practice--usually supervised and supported in some way, though not always. Practice can take the form of field observations, student teaching, or (US) internship (See Supervised Field Experiences below.)*

### 2.5.3.3. Supervised field experiences

The field experiences have a considerable role in making the courses for training teachers and these experiences should be put in account for training teachers, this is because the experience in teaching the language gives the teacher the first step in obtaining training.

Lauer (2005, 243) claims that

*Field observations--include observation and limited participation within a classroom under the supervision of the classroom teacher*

*Student teaching--includes a number of weeks teaching in an assigned classroom under the supervision of the classroom teacher and a supervisor (e.g. from the university)*

*Internship--teaching candidate is supervised within his or her own classroom*

These three areas reflect the organization of most teacher education programs in North America (though not necessarily elsewhere in the world)--courses, modules, and other activities are often organized to belong to one of the three major areas of teacher education. The organization makes the programs more rational or logical in structure. The conventional organization has sometimes also been criticized, however, as artificial and unrepresentative of how teachers actually experience their work. Problems of practice frequently (perhaps usually) concern foundational issues, curriculum, and practical knowledge simultaneously, and separating them during teacher education may therefore not be helpful.
2.5.3.4. Induction of beginning teachers

The beginning teachers are the teachers who are targeted in the training programmes, so the focus is usually in training the new teachers to give them doses for facilitating the process of teaching in field.

Lauer (2005, 245) declare that:

*Teaching involves a the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it therefore requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training, or who leave the profession after their first teaching post, is high.*

A distinction is sometimes made between inducting a teacher into a new school (explaining the school's vision, procedures etc), and inducting a new teacher into the teaching profession (providing the support necessary to help the beginning teacher develop a professional identity, and to further develop the basic competences that were acquired in college.)

A number of countries and states have put in place comprehensive systems of support to help beginning teachers during their first years in the profession. Elements of such a programme can include:

Mentoring: the allocation to each beginning teacher of an experienced teacher, specifically trained as a mentor; the mentor may provide emotional and professional support and guidance; in many US states, induction is limited to the provision of a mentor, but research suggests that, in itself, it is not enough.

A peer network: for mutual support but also for peer learning.

Input from educational experts (e.g. to help the beginning teacher relate what she learned in college with classroom reality)
Support for the process of self-reflection that all teachers engage in (e.g. through the keeping of a journal).

Some research suggests that such programmes can: increase the retention of beginning teachers in the profession; improve teaching performance; promote the teachers' personal and professional well-being.

2.5. 3.5. Continuous professional development

Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further.

Lauer (2005:251) declares that

The extent to which education authorities support this process varies, as does the effectiveness of the different approaches. A growing research base suggests that to be most effective, CPD activities should:
- be spread over time
- be collaborative
- use active learning
- be delivered to groups of teachers
- include periods of practice, coaching, and follow-up
- promote reflective practice
- encourage experimentation, and
- respond to teachers’ needs.

2.5.3.6. Quality assurance

The quality of the training courses is intended by the type of given doses, the lecturers and their qualifications in addition to their relation to the educational institutes and the time allotted for training teachers.
Kwang (2001, 267) mentions:

The quality of the work undertaken by a teacher has significant effects upon his or her pupils or students. Further, those who pay teachers' salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or of education systems as a whole, are therefore often sought.

In most countries, teacher salary is not related to the perceived quality of his or her work. Some, however, have systems to identify the 'best-performing' teachers, and increase their remuneration accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teachers' needs for additional training or development, or, in extreme cases, to identify those teachers that should be required to leave the profession. In some countries, teachers are required to re-apply periodically for their license to teach, and in so doing, to prove that they still have the requisite skills.

Feedback on the performance of teachers is integral to many state and private education procedures, but takes many different forms. The 'no fault' approach is believed by some to be satisfactory, as weaknesses are carefully identified, assessed and then addressed through the provision of in

2.6. Teacher training policy

The teachers' training policy is the license that should be followed in any training programmes in order to make this training has fixed rules and highlight the importance of training for teachers.

A paper by the General Teaching Council for England, 2005

The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education systems consume significant financial resources (of which teacher salaries is often the largest single element).
However, the degree of political control over Teacher Education varies. Where TE is entirely in the hands of universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies, such as teachers being taught using teaching methods that would be deemed inappropriate if they used the same methods in schools, or teachers being taught by persons with little or no hands-on experience of teaching in real classrooms. In other systems, TE may be the subject of detailed prescription (e.g. the state may specify the skills that all teachers must possess, or it may specify the content of TE courses).

Kwang (2001, 279) claims that

> In many states, the process of acquiring the relevant knowledge and skills to be a teacher (qualification) is separate from the process of acquiring the official permission to teach in public schools (registration or licensing).

> Policy cooperation in the European Union has led to a broad description of the kinds of attributes that teachers in EU Member States should possess: the Common European Principle for Teacher Competences and Qualifications.

### 2.7. Importance of Continuous Teacher Training

#### 2.7.1. Challenges in the Classroom

Teachers are often faced with the challenge of instructing students at various levels of academic progress. Knowing how to connect with all students regardless of their aptitude level is critical to ensuring that the educational material is effectively disseminated to each student, on each level. Ongoing teacher training can be a vital tool in ensuring their success.

#### 2.7.2. Maintaining Academic Standards

Hayes. (1997,48 ) mentions that

> Armed with the knowledge of how to instruct students with different capacities for learning, teachers can more readily maintain academic requirements necessary to comply with district and state standards.
The resources available at TexasLearn.com can help teachers implement techniques to ensure that less advanced students keep up with the tempo of the class. This results in a more uniform performance and allows schools to uphold their academic integrity.

2.7.3. Advantages for Students
While it's important not to overlook the needs of students who may be lagging behind, it is also important that students who excel are not held back from reaching their full potential. Achieving this balance in the classroom can help teachers become more effective at fostering the academic progress of their students.

TexasLearn.com is a resource committed to helping teachers overcome these and other obstacles. Here teachers can gain valuable training on how to help their students succeed, while enhancing their own professional development.

2.7.4. Benefits for Teachers
2.7.4.1. Overcoming Obstacles
The main goal in assisting teachers by training courses is generally to increase their effectiveness. The courses are designed to help teachers properly assess and overcome challenges in the classroom in order to become better teachers.

2.7.4.2. Ongoing Professional Development and Increased Skill Base
No certification-based training courses like those at TexasLearn.com allow teachers an affordable way to continuously develop their expertise. Teachers can gain access to unique and specialized material that will expand their overall skill base and help them stay current with educational trends and instructional methods.

2.7.4.3. Enhanced Professional Performance
Equipped with the necessary skills, teachers can become more proficient in their role as educators. Our courses are a great way to improve overall teacher
performance. Teachers can take courses that relate directly to their specialty or broaden their skill base by exploring a new subject.

2.7.4.4. Satisfaction in Seeing True Student Advancement

Kasper. 2002, 58 comments

*Teachers not only acquire skills to develop their expertise, they gain valuable knowledge to help their students' progress.*

Seeing a student succeed is one of the most rewarding aspects of the teaching profession. The resources found here can help you drive your students to advance in measurable ways.

2.8. Previous studies:
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter deals with procedures which are used in conducting the study. It illustrates the study population, the sample, the tools of data collection and the statistical procedures implemented for the analysis.

3.1. The Subjects
Hasahisa town has about 3921 teachers who work in basic level, the trained teachers are estimated by 25 percent and the rest of them are not trained. 75 percent have been working for (10-32) years.

The data has been collected from one group, a sample of ELT teachers. The group constitutes a total of a (50) teachers at secondary education was chosen from various schools in Al Hasahisa town, their age between (38) and (51) years, males and females.

4.2 Sampling
The sample of study contains the EFL teachers at secondary schools in Wad Medani. The purposive sample consists of (50) teachers (25 male and 25 female). The sample was chosen randomly from various schools.

3.2. The Tool of Data Collection
A questionnaire distributed to the sample of the study.

3.3. The Content of the Test
The questionnaire (see appendix 1) is composed of 14 statements. Each statement has three options.
3.4. Procedure

The data obtained by means of a questionnaire which had been analyzed by using calculation statistical procedures.

The collected data is analyzed by computing percentages and tables were used to convey statistical information.

3.5. Reliability

The split half method used to measure the reliability of the questionnaire. The scores were divided into two halves for scoring purposes. For this purpose, the items are scored separately to obtain corresponding scores. The researcher used correlation coefficient of Pearson's equation, which is stated as follows:

\[
R = \eta \frac{(\varepsilon \chi \gamma - \varepsilon \chi \varepsilon \gamma)}{\sqrt{\eta (\varepsilon \chi^2) - (\varepsilon \chi)^2} \ (\varepsilon \gamma^2) - (\varepsilon \gamma)^2}}
\]

Where

\(R\): reliability of the questionnaire

\(N\): number of all items in the questionnaire

\(X\): odd degrees

\(Y\): even degrees

\(\varepsilon\): sum
Reliability = \( \frac{2R}{1+R} \)

\[ \text{Val} = \sqrt{\frac{\text{reliability}}{n}} \]

\[ n = 25 \]

\[ \varepsilon_{xy} = 32186 \]

\[ \varepsilon_x \varepsilon_y = 781781 \]

\[ \varepsilon x^2 = 30103 \]

\[ \varepsilon y^2 = 34779 \]

\[ (\varepsilon x)^2 = 717409 \]

\[ (\varepsilon y)^2 = 851929 \]

3.6. Validity

The questionnaire was checked by a number of expert lecturers in the department of English – Hassahisa. The face validity was checked. All the teachers agree that the questionnaire is valid.
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction
This chapter is confined to the analysis of the questionnaire and to the
discussion the hypotheses in relation to them. In this questionnaire each
statement was analyzed and displayed by means of tabulation and part chart.
The chart was chosen because a quick look at it gives the reader full information
about the items analysis.

4.1 Data Analysis and Discussion
Statement (1): Non specialized teachers’ are not qualified to teach the language

Table (4.1)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.1)
Figure (4.1.) shows that (70.0 %) of the respondents agree that none specialized teachers' are not qualified to teach the language, while (16%) of the sample choose the answer agree to some extent. This confirmed that non specialized teachers are not qualified to teach the language.

**Statement (2):** Large numbers who teach English are none specialized in ELT

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>66.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Figure (4.2.) shows that (66 %) of the respondents agree in and (30 %) of the sample choose the answer agree to some extent. This confirms many teachers are not specialized in teaching English.
**Statement (3):** The success of the language teaching and learning process depends mainly on the qualified teachers.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
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</table>

**Fig (4.3)**

Figure (4.3.) shows that (84 %) of the respondents agree in and (10 %) of the sample choose the answer agree to some extent. This confirmed that good and successful teaching depends on the most qualified and well trained teachers to act this process.
Statement (4): Most Teachers are well qualified to teach the language

Table (4.4)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>58.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.4)

Figure (4.4.) shows that (58 %) of the respondents agree in and (22 %) of the sample choose the answer agree to some extent. This confirmed that many teachers are qualified in teaching English at basic level.
Statement (5): The syllabus requires much training for teachers

Table (4.5)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.5) shows that (80 %) of the respondents agree in and (10 %) of the sample choose the answer disagree and agree to some extent. This confirmed that the syllabus of English at basic level requires good training for teachers to enable them to practise this process easily.
**Statement (6):** Information delivery requires qualified teachers to solve the individual differences effectively

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>90.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Fig (4.6)**

Figure (4.6.) shows that (45 %) of the respondents agree in and (5 %) of the sample choose the answer agree to some extent. This confirmed that giving information for the pupils in the language requires specific qualifications in the teachers to enable the pupils to get benefits from the syllabus.
**Statement (7):** Training the pupils in using the language skills requires most qualified teachers

**Table (4.7)**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>86.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4.7)**

Figure (4.7) shows that (86 %) of the respondents agree in and (12 %) of the sample choose the answer agree to some extent. This confirmed that training the pupils in using the language is under the condition of providing trained and qualified teachers for teaching the language.
Statement (8): Well trained teachers may know how to use a good visual aid.

Table (4.8)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>46</td>
<td>92.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Figure (4.8) shows that (92 %) of the respondents agree in and (6 %) of the sample choose the answer agree to some extent. This confirmed teachers' training enables them to use good and effective visual aids in teaching the language.
**Statement (9):** Well trained teachers are able to solve the disabilities of learning among the pupils

**Table (4.9)**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4.9)**

Figure (4.9.) shows that (84 %) of the respondents agree and (8 %) of the sample choose the answers disagree and agree to some extent. This confirmed that teachers' training enables teachers to solve the disabilities of learning among their pupils.
Statement (10): There is a lack of trained teachers at basic level schools.

Table (4.10)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>76.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.10) shows that (76 %) of the respondents agree in and (16 %) of the sample choose the answer agree to some extent. This confirmed that there is a great shortage in teachers' training at basic level.
**Statement (11):** Teachers' training costs much money so it is neglected.

**Table (4.11)**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Agree</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Fig (4.11)**

Figure (4.11.) shows that (86 %) of the respondents agree in and (24 %) of the sample choose the answer agree to some extent. This confirmed that teachers' training requires great costs for the procedures of training in all levels.
Statement (12): During service training provides teachers with modern methods of teaching English

Table (4.12)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>94.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.12) shows that (94%) of the respondents agree in and (6%) of the sample choose the answer agree to some extent. This confirmed that teachers' training has a considerable benefit in enabling teachers to use modern methods of teaching the language.
**Statement (13):** During service training enables teachers to switch their experiences.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig. (4.13)**

Figure (4.13.) shows that (90 %) of the respondents agree in and (10 %) of the sample choose the answer agree to some extent. This confirmed that teachers' training facilitates switching experiences between teachers in teaching the language.
Statement (14): During service training provides teachers with good information about teaching and learning

Table (4.14)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4.14)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation</td>
<td>0.975038</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.987361</td>
</tr>
<tr>
<td>Validity</td>
<td>0.99366</td>
</tr>
</tbody>
</table>
Figure (4.14.) shows that (84 %) of the respondents agree in and (16 %) of the sample choose the answer agree to some extent. This confirmed that during service training enables teachers to acquire good information about teaching and learning.

4.2. Testing hypotheses

**Hypothesis no (1)** Most teachers at basic level are not trained in teaching English is true: this is shown by statement no (1). (Non specialized teachers’ are not qualified to teach the language) and statement (2) (Large numbers who teach English are none specialized in ELT)

**Hypothesis no (2)** during service training costs much so it is avoided by the ministry of education is true; this is illustrated by statement (11) (Teachers' training costs much money so it is neglected)

**Hypothesis no (3)** Most teachers are not able to develop the teaching strategies because of the lack of training is true; this is illustrated by statement (7) (Training the pupils in using the language skills requires most qualified teachers)

**Hypothesis no (4)** Teachers should be trained in teaching the language during service is true; this is shown by the statement (5) (The syllabus requires much training for teachers), and statement (6) (Information delivery requires qualified teachers to solve the individual differences effectively)
CHAPTER FIVE
CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.1 Conclusion

The study investigates the area of teachers' training in Gezira locality Wad Medani town.

The purpose of the study is to identify the problems that face the officials in offering training for teachers. Besides the study aims at attempting to find suitable solutions to the problems that resulted in teaching English at basic level.

The data was collected by a questionnaire which was given to fifty teachers.

The data was organized and fed to computer. The results were calculated statistically and displayed in the forms of frequencies, tables and graphs.

5.2 Findings

From the analysis of data the researcher has reached to the following finding:

a. There is a lack of teachers' training at basic level.

b. Most of teachers at basic level are not qualified in teaching English according to the lack of training.

c. Teacher's training has considerable roles in enabling teachers to use good visual aids.

d. Teachers' training enables them to train the pupils in using the language easily.

e. Teachers' training enables teachers to solve the disabilities in learning the language.

f. Teachers' training helps them to switch their experiences.
5.3 Recommendations

In the light of these findings the researcher would like to recommend the following:

a. The training boards in ministry of education should provide during service training for teachers at basic level.
b. There should be intensive courses for training teachers in term of during service training.
c. Teachers should get benefits from each others by switching their experiences.
d. The government should provide enough budgets for training teachers during service.
e. Trained and qualified teachers should train other teachers during service.
f. Each school should train its teachers during service to solve the problems of lack of training.

5.4 Suggestion for Further Studies

a. 1. Effects of lack of training on the students' performance in learning the language.
b. 2. Importance of Teachers Training on Developing Learners' performance in using English.
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Appendix

University of Gezira
Faculty of Education (Hassahisa)

A questionnaire paper to discuss the teachers' training

Sex: male (      ) female (      ) age (      ) Experience (     )

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>To some extend</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Non specialized teachers' are not qualified to teach the language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Large numbers who teach English are non specialized in ELT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- The success of the language teaching and learning process depends mainly on the qualified teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Most Teachers are well qualified to teach the language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- The syllabus requires much training for teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Information delivery requires qualified teachers to solve the individual differences effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Training the pupils in using the language skills requires most qualified teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- Well trained teachers may know how to use a good visual aid.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9- Well trained teachers are able to solve the disabilities of learning among the pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10- There is a lack of trained teachers at basic level schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11- Teachers' training costs much money so it is</td>
<td></td>
<td></td>
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<tr>
<td><strong>neglected.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12-</strong> During service training provides teachers with modern methods of teaching English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13-</strong> During service training enables teachers to switch their experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14-</strong> During service training provides teachers with good information about teaching and learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>